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ABSTRACT

This annotated bibliography is part of a series that offers a synthesis of knowledge regarding key issues on rehabilitation of Native Americans who are disabled. This volume of the series focuses on general rehabilitation issues, including bibliographic information and descriptions of almost 40 books, journal articles, dissertations, and reports issued between 1967 and 1986. Bibliography entries are arranged in alphabetical order by author. (JDD)

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Native American Rehabilitation: A Bibliographic Series, No. 2

Rehabilitation Issues

Joanne Curry O'Connell
Marilyn J. Johnson
Northern Arizona University

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Keres Word: Thoughts or concepts to consider

Research Report

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Native American Rehabilitation:
A Bibliographic Series, No. 2

Rehabilitation Issues

Joanne Curry O'Connell
Marilyn J. Johnson
Northern Arizona University

With Assistance from

Bob Colgrove
Mary Havatone
David DePauw
Bennette Richardson
Cynthia Dann

Project Officer: Dr. Deno Reed

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Introduction

The information listed here is intended to provide consumers, policy makers, direct service providers, researchers, advocates, and parents with a synthesis of knowledge regarding key issues related to the rehabilitation of Native Americans who are disabled. The Bibliographic Series consists of seven key topical areas including: (a) assessment issues; (b) rehabilitation issues; (c) special education issues; (d) family issues; (e) mental health issues; (f) health care issues; and (g) medically related disability issues.

Selection Process

Materials for inclusion in the Bibliographic Series were identified through a comprehensive search of relevant databases. The years of the computerized search included 1966 to 1986, varying across databases, depending on the availability of computerized material and the comprehensiveness of the database within this time period. The databases included in the search were: (a) ERIC (Educational Resource Information Center); (b) BRS (Bibliographical Retrieval Services: attitudes, education, intellectual development, language, and rehabilitation); (c) NARIC (National Association of Rehabilitation Information Center: RehabData); (d) Dialog (ABI/Inform, Medline, PscyhInfo, Sociological Abstracts); and (e) FAMULUS.

In addition, materials identified by the Native American Research and Training Center research staff through journal content analysis were included. Materials identified through this first step were then individually reviewed for inclusion based on the criteria outlined below.

Selection Criteria

Materials were selected for inclusion in the Bibliographic Series if the information was relevant to one of the seven identified topical areas. In addition, material that was identified from non-computerized sources and consisted of incomplete bibliographic information such that the material could not be located

through assistance from the library, or by writing the authors, was excluded. Abstracts were rewritten when necessary to provide further clarity of the study findings. The materials selected here represent what is believed to be a comprehensive summary of information related to the seven topical areas.

REHABILITATION

Cook, A. W., & Gaspari, C. (1967). The Navajo Rehabilitation Project pre-vocational laboratory. Navajo rehabilitation project technical report. Washington, DC: Department of Health, Education, and Welfare.

The pre-vocational evaluation laboratory of the Navajo Rehabilitation Project used a work sample method of assessment to evaluate the vocational abilities and aptitudes of a disabled group of Navajo clients. On two dexterity tests administered in the laboratory, Navajo clients scored high (68th percentile) on the O'Conner Finger Dexterity Test, but scored poorly on the Minnesota Rate of Manipulation Test. Their finger dexterity tested to be above average, while their dexterity in a task of more gross rapid body movements was well below average. Since there are no norms for disabled populations, it was difficult to interpret these test data.

Dana, R. (1981). Human services for cultural minorities. Baltimore, MD: University Park Press.

Cultural values that affect the utilization of human services by Native Americans, Afro Americans, Hispanic Americans, and Asian Americans were described. In order to create effective remediation and intervention strategies for these minority groups, comprehending the values, beliefs, and continuing cultural practices of these Americans was stressed. Culture-specific kinds of intervention, conditions of service delivery, and unique characteristics of the four minorities were also discussed. It was concluded that remediation is most effective when the particular cultural patterns of each group are understood.

Evans, J., Hunter, A., Thompson, D., & Ramsay, S. (1985). A study of institutionalized mentally retarded patients in Manitoba: Over-representation by Canadian Indian children. Journal of Mental Deficiency Research, 29(2), 153-164.

A marked excess of Canadian Native children with severe and profound mental retardation (N=406) was noted in an analysis of data on the children and their families. There was no evidence to suggest that the over-representation by Native children was due to an increased propensity of these families to institutionalize their children, nor were these patients more profoundly retarded or more physically handicapped than the non-Native children studied. Further analysis showed that the Canadian Native children were primarily over-represented in the following groups: (a) acquired retardation; (b) autosomal recessive genetic disorders; (c) idiopathic retardation with seizures; and (d) idiopathic retardation with malformations or dysmorphic signs. Predisposing factors to the retardation included low SES, illegitmacy, high birth order, poor maternal reproductive history, and increased consanguinity.

Gaspari, C. (1967). Social evaluation of Navajo rehabilitation clients. Navajo rehabilitation project technical report. Washington, DC: Department of Health, Education, and Welfare.

The social evaluation at the Navajo Rehabilitation Project was one part of the total vocational evaluation process. The purpose of this evaluation was to facilitate social adjustment, as well as to make a social and personal behavior evaluation of the client. Most of the clients involved in the Project had only limited off-reservation experience, so their adjustment process while in a rehabilitation setting became a concern. Many of the clients were unfamiliar with the purpose of an evaluation, and had trouble adjusting to a new, confusing, and often demanding environment. The Personal Adjustment Counselor, and later the Residence Guidance Supervisor, was charged with assisting the client in his/her adjustment process. This monograph included: (a) information on the purposes and

functions of the social adjustment evaluation; (b) some of the client problems encountered by the counselor; and (c) an outline of information included in the social evaluation report on the client.

Guy, E. J. (1978). Vocational habilitation programs making strides in Navajoland. Education and Training of the Mentally Retarded, 13(1), 78-81.

In this article, the vocational rehabilitation services available to Navajo people with handicaps were outlined. The author reported that services to the Navajo client require greater cooperation and integrated efforts by service agencies particularly because of factors such as: (a) geographic isolation; (b) linguistic differences; and (c) the higher incidences of certain disabling conditions (otitis media and spinal cord injuries). It was recommended that realistic goals in rehabilitation be established in view of employment possibilities and the current practice of sending Navajo-speaking handicapped individuals off the reservation for rehabilitation services and employment.

Henderson, G., & Bryan, W. V. (1984). Psychosocial aspects of disability. Springfield, IL: Charles C. Thomas.

This book focused on a humanistic approach to helping individuals with mild physical disabilities. The history of social attitudes and treatment of this population, as well as legislative action and the impact of disabilities on employment were reviewed. Ethnic group characteristics were discussed, including Native Americans. The role of organizations in enhancing opportunity rather than alienation was explored. A summary chapter concluded with analyses of human rights and survival, identification of problems of helpers, and the marginal existence of people with disabilities.

Henderson, N. B. (1967). Cooperative program for rehabilitation of the disabled Indian. Washington, DC: Department of Health, Education and Welfare, Vocational Rehabilitation Administration.

This project was an analysis of the rehabilitation process of Navajos. Recommendations were made on how to improve the rehabilitation process. These recommendations considered: (a) increased individual contact with the prospective client, (b) the family, and (c) referral sources.

Henderson, N. B., & Avallone, V. L. (1967). Problems in counseling Navajo rehabilitation clients. (Technical report No. 4). Flagstaff, AZ: Northern Arizona University, Navajo Rehabilitation Project.

The authors examined some of the perceptions held by Navajo rehabilitation clients which affect the counseling process. Some of these perceptions, and the counseling problems they created include: (a) the counselor is seen as the solver of immediate problems, rather than an agent of interpersonal change; (b) language appears to be an insurmountable problem, except with the most acculturated Navajos; and (c) high probability of broken appointments after the first counseling interview because rapport takes a long time to establish. Still, the authors felt that if counselors anticipate cultural-personality differences and if stereotyping is avoided, constructive and satisfying counseling relationships may develop. One recommendation for increased understanding of the Native people's culture was inclusion of cultural factors in the curricula for non-Native children. Curricula would include an emphasis on strengths of the Natives, their beliefs, value systems, and the richness of their culture and language.

Kelly, K. B., & Smith, F. D. (1978). Major employment trends by occupation in the Navajo Nation. Window Rock, AZ: Navajo Research Center.

The purpose of this study was to assess the current labor potential on the reservation and to determine what areas would increase in the future due to

expanding industries. A survey was conducted of industries which had the potential to provide a greater number of jobs. From the projected jobs, categories were set up which reflected the potential number of persons to fill that job within a company. It was concluded that most new positions which would be available to Navajos residing on the reservation were the unskilled and semi-skilled jobs in agriculture and energy industries. The authors recommended that vocational training be emphasized.

Kelly, R. E. (1967). Disabled Navajo Indians and rehabilitation: An anthropological overview. (Navajo Rehabilitation Project technical report No.2). shington, DC: Department of Health, Education and Welfare, Vocational Rehabilitation Administration. (ERIC Document Reproduction Service No. ED 012 669)

In this report, the author addressed factors which affect the rehabilitation process for Navajos with disabilities. The purposes of this report were: (a) to provide facts and viewpoints for rehabilitation project workers; (b) to provide summations of case histories; (c) to suggest avenues of future research; (d) to illustrate that cooperative effort can bring success in the solution of disability problems; and (e) to assemble a preliminary synthesis for future research. Some of the findings were: (a) Navajos are generally ambivalent toward disabled people, although positive attitudes seem to be developing; (b) some attitudes are similar to Anglo attitudes, such as avoidance of disabled people, but at the same time expressing a degree of sympathy and concern; and (c) younger disabled persons are typically cared for and protected by their families.

Knack, M. C. (1978). Beyond a differential: An inquiry into Southern Paiute Indian experience with public schools. Anthropology and Education Quarterly, 9 (3), 216-234.

A study of 174 Southern Paiute Indians in southwestern Utah revealed that there is no relationship between the number of years of schooling and income for adults.

Public school education did not affect the employability or earnings of this minority group. The associated problems were based in the entire social context of the area and must be improved through avenues affecting the entire social system. It was concluded that education, alone, is not the answer.

Lamp, R. L. (1976). A developmental program, preschool-adult, in career education for North Dakota. Washington, DC: Bureau of Adult Vocational and Technical Education. (ERIC Document Reproduction Service No. ED 133 581)

This final report described a career education program for rural, disadvantaged, handicapped, and American Indian students (elementary through post secondary levels). Procedures were explained to include: (a) inservice workshops; (b) curriculum development and adaptation; and (c) dissemination of occupational information. Evaluation of the project included activity tables, itemized objectives, and student outcome statements.

Lowrey, L. (1980). The road to rural rehabilitation. Journal of Applied Rehabilitation Counseling, 11(1), 25-27.

In this article, a former rehabilitation counselor from the Navajo Community College discussed the bureaucracy of rehabilitation as a product of a society that is urban, English-speaking, and industralized, and which is attempting to serve a culture that is Native American, rural, and Navajo-speaking. The former counselor felt that because of cultural and language differences, disabled Navajo people receive little or no benefit from rehabilitation programs. The author recommended that prescriptions for rehabilitation take into account: (a) community attitudes towards specific disabilities; (b) the family patterns of adaptation to a disabled member; and (c) the attitudes of the community toward professional helpers.

Lowrey, L. (1983). Bridging a culture in counseling. Journal of Applied Rehabilitation Counseling, 14(1), 69-73.

The differing approaches to treatment of Western medical and rehabilitation professionals and Navajo medicine men/women were discussed in this article. It was concluded that: (a) contemporary theories and techniques of counseling will have limited benefit in working with traditional or even acculturated Navajos; and (b) Anglo counselors would require substantial training in the language, culture, and values of Navajo people, as well as be acutely aware of their own Anglo culture, to be effective in working with Navajo clients. The author recommended that, ideally, Navajo people should be available to counsel Navajo clients.

Lowrey, L. R. (1983). Cultural diversity in management. Journal of Rehabilitation Administration, 7(2), 45-51.

This article outlined the cultural differences between American Indian and Euro-American societies and considered how management of cross-cultural rehabilitation agencies or facilities might be more effectively operated. It was suggested that management theories are culturally specific and that a new theory or style may need to be developed to improve the effectiveness of individuals managing cross-cultural agencies.

Mason, L. D. (1972). Disabled fishermen: Disease and livelihood among the Kuskowagamiut Eskimos of lower Kalskag, Alaska. Dissertation Abstracts International, 33(7), 2910B-2911B. (University Microfilms International DDJ72-33953)

The relationship between disability and economic productivity was studied in an Eskimo settlement on the Kuskokwim River in southwestern Alaska. The research was based on the proposition that diseases originally introduced by Anglos immeasurably disrupted traditional Kiskowaghamiut modes of livelihood by encouraging participation in the cash-oriented economic system. Underlying patterns relating to

disabilities were investigated. It was concluded that two-thirds of the adult males were chronically disabled or handicapped in their activities. Disability forced many into a dependency relationship with other villagers and outside agencies, which reduced self-sufficiency.

Miller, W. H., Sandoval, N., & Musholt, E. (1978). Vocational and personal effectiveness training of a developmentally delayed Navajo girl. White Cloud Journal, 1(1), 11-14.

The authors presented the procedures and results of a vocational training program developed for an adolescent Navajo girl functioning intellectually at the 5 year-old level. After training, she was able to master legitimate work skills and was successfully placed in a cafeteria. The authors noted that the difficulties encountered involved not only the student's personal limitations but the hesitancy of community agents to hire a handicapped Navajo girl. The article concluded with an outline of several features essential for the success of such a program: (a) a coherent team of professionals who can work together and who are dedicated to the single goal of project success; (b) careful planning and preparation prior to any placement actions; (c) task analysis of each skill into small steps that can be performed; (d) development of realistic personal and social expectations based on the student's developmental level; (e) effective daily monitoring systems to record both personal and vocational progress which is examined and used for ongoing assessment of the case; and (f) administration which facilitates cooperation in the vocational training and provides essential public relations and liaison work for successful vocational placement.

Minhas, J., Huber, B., Grant, D., & Vetter, L. (1984). Strategies and linkages: A guide for linking vocational education and tribal economic planning. Columbus, OH: National Center for Research in Vocational Education, Ohio State University. (ERIC Document Reproduction Service No. Ed. 249 008)

Through this project, a guide was designed and developed to study strategies for linking vocational education programs to tribal economic plans. The guide was written as a collaborative effort of 20 tribes who currently provide vocational education under the Federal Vocational Education Program--a program that provides the opportunity for Indians to tailor their vocational training programs to the human resource needs reflected by the economic development of their tribes. Information in the guide included: (a) a list of tribally-owned enterprises; (b) procedures used to determine future economic development and employment needs; and (c) strategies for overcoming obstacles and establishing networks.

Minush, C. J., & Tiger, M. R. (1980). Extending the benefits of vocational education to Indian populations. (Integrated planning package, research and development series No. 183). Columbus, OH: National Center for Research in Vocational Education, Ohio State University.

This integrated planning package was designed for state vocational personnel with the purpose of forming a unified system of effective vocational planning for American Indian clients. Topics of discussion included: (a) potential problem areas, (b) resources for matching funds, (c) and suggestions for participation in state funded programs. The guide was divided into five sections. One of the sections included a list of successful vocational programs that addressed Indian population needs and provided an in-depth look at seven of these programs. It also provided suggestions and procedures for financing, staffing, planning, and implementation of similar programs.

Moore, C. (1982). Native American attrition study. Albuquerque, NM: Albuquerque Technical Vocational Institute. (ERIC Document Reproduction Service No. ED 226 898)

The author discussed the attrition rate of Native Americans enrolled in the Albuquerque Technical-Vocational Institute. It was reported that Native Americans have the highest rate of attrition of any minority group attending the Institute. Forty-nine former students who had recently withdrawn were interviewed. Primary reasons, accounting for 69% of the withdrawals, were: (a) lack of money; (b) academic difficulties; (c) transportation; and personal and (d) family problems. Recommendations included: (a) early identification of Native American students; (b) emphasis on outreach, financial aid, and academic assistance; (c) assistance with transportation arrangements; (d) career and personal counseling; and (e) closer contact with tribal and agency counselors.

Mora de H, B. (1977). TOCSIN rehabilitation program in the Navajo nation. Rehabilitation Gazette, 20, 18-20.

This article described the efforts at the Toyei Opportunity Center and Sheltered Industries (TOCSIN) to assist in rehabilitating Navajos to function more independently on the reservation. Navajo cultural influences and the effect on rehabilitation services were also discussed. Some cultural factors mentioned were: (a) the goal of the vocational rehabilitation process is to rehabilitate a disabled person to the point where he is placed on a job, thus becoming a contributing member of society; (b) the Navajo people care for the disabled with a great amount of compassion and empathy; and (c) "rehabilitation" process is viewed by Navajo people as part of the concept of being in harmony with nature.

Morgan, C. O., Guy, E., Lee, B., & Cellini, H. R. (1986). Rehabilitation services for American Indians: The Navajo experience. Journal of Rehabilitation, 52(2), 25-31.

The authors addressed the issue that vocational rehabilitation programs have traditionally been unsuccessful, for many reasons, in rehabilitating Americans who are Indians. They discussed the prevalence and severity of disability, which is greater for American Indians than for non-Indians. The article also outlined the major barriers to service delivery for American Indians with disabilities, including socioeconomic conditions, cultural differences, and problems with the traditional vocational rehabilitation model. Finally, the authors described the development of the Navajo Vocational Rehabilitation Program (NVRP). The NVRP provides rehabilitation services to individuals residing on the Navajo Reservation which attempt to bridge the service delivery gaps present in traditional rehabilitation models. Components of the NVRP include: (a) integrating the Navajo philosophy of reverence of land and life into the program; (b) providing bilingual counselors who can coordinate all human service resources for their clients; and (c) initiating economic and job development throughout the Navajo Reservation.

Nacson, J., & Kelly, E. M. (1982). Vocational education: Meeting the needs of special populations. Washington, DC: National Institute of Education.

A study was conducted to identify the vocational education needs of special populations and to describe the strategies used to meet the needs by public schools, community colleges, and community organizations. The case study method was used to collect data in 15 communities concerning the academically disadvantaged, limited-English proficient, women, and Indians. Among the findings were: (a) local policy concerns are related to equity and quality of educational opportunities and greatest concern was with academic skills and proficiency requirements for graduation; (b) the planning process in general is of a short-term nature and lacks

the coordination often evident at the community college level; and (c) rarely are there attempts to systematically assess the effects of various strategies and programs.

Nelson, O. (1982). Winnebago vocational needs assessment study: Vocational needs of adults. Madison, WI: Western Wisconsin Technical Institute. (ERIC Document Reproduction Service No. ED 226 157)

Vocational needs of Winnebago Tribal members were identified through interviews with Winnebago adults, school administrators, and high school students. Results of the interviews indicated that: (a) the most important areas of service are job placement and vocational education; (b) a high degree of interest exists in career counseling, especially among individuals with only a grade school education; and (c) Winnebago students have slightly more difficulty finding jobs than do members of the general population. The vocational areas in which the student respondents were most frequently enrolled included business education, home economics, industrial arts, and trade or industrial education. College or postsecondary vocational and technical education were considered essential by the respondents in reaching their career choice.

Nichols, P. J. R. (1979). Training in rehabilitation: Basic needs and considerations. International Journal of Rehabilitation Research, 2(1), 21-31.

This article provided a comprehensive view of rehabilitation--from physical therapy, occupational therapy, and speech therapy to eventual integration into the community and workplace. The author stressed that many patients require care along with counseling which extends into the social and community aspects of their lives. In addition, the behavioral aspects of response to illness or injury, and the patterns of recovery thus determined, need to be more clearly understood in order to help the patient.

Nickoloff, E. G. (1975). The hearing-impaired American Indian in the vocational rehabilitation process. Dissertation Abstracts International, 36(8), 5250A-5251A. (University Microfilms International No. ECD76-03799)

The author examined selected medical, educational, vocational, and psychological variables relative to the hearing-impaired Native American client during the vocational rehabilitation process. Each of these variables had a direct impact on whether or not a client achieved successful rehabilitation closure. Various demographic characteristics of the sample which were examined indicated: (a) three times as many males were referred for rehabilitation services as females; (b) two-thirds of the clients lived on reservations; (c) the mean age of the sample was 24.9 years; (d) 64% of the sample were never married; and (e) the mean number of formal education was 9.2 years. The findings showed that: (a) hearing-impaired Indians with an etiology of otitis media were successfully closed more often than those who lost their hearing because of congenital conditions; (b) males achieved successful rehabilitation more often than females; (c) marriage made no difference as to successful rehabilitation; and (d) as the years of education increased, so did the chances of successful closure. The amount of money spent in all phases of the rehabilitation process showed conflicting patterns. The chance for successful rehabilitation increased as more money was spent for training and for the entire rehabilitation process. However, as the amount of money spent for living expenses decreased, the number of successful rehabilitants increased.

Norris, P., & Overbeck, D. B. (1974). The institutionalized mentally retarded Navajo: A service program. Mental Retardation, 12(3), 18-20.

A joint project of the Arizona Training Program at Coolidge (ATCP) and the Bureau of Indian Affairs (BIA) focused on the service needs of institutionalized mentally retarded Navajos. A BIA employee, assigned to the ATPC, participated in the identification of needs and the coordinated delivery of services to 35 Navajos

residing at the ATPC. Project activites included individual and group work, inservice training, team meetings, and resource development. During the project, tangible results such as the following were achieved: (a) all 35 Navajo residents received psychological re-evaluations; and (b) previously untapped vocational placement resources and alternative living sites were identified. The immediate positive outcomes of the project have been the implementation of a comprehensive habilitative service base for the Navajo residents at the ATPC, and increased sensitization of ATPC employees to the needs of residents who are culturally and linguistically different.

Rehabilitation Services Administration. (1976). Characteristics of clients rehabilitated during FY 74: Federal and state vocational rehabilitation program. Washington, DC: U.S. Government Printing Office.

This annual report focused on demographic characteristics and program experience of persons rehabilitated by state vocational rehabilitation agencies during 1974. Tables detailed client characteristics such as: (a) sex, age, and race; (b) client history; (c) social security disability insurance status at closure; (d) work status at closure; and (e) cases not accepted, including reasons for ineligibility.

Rehabilitation Services Administration. (1982). Characteristics of persons rehabilitated, summary by race of clients, fiscal year 1981. Washington, DC: U.S. Government Printing Office.

This summary is part of an annual report focused on demographic characteristics and program experience of persons rehabilitated by state vocational rehabilitation agencies during 1981. Statistical results were tabulated for racial minority groups including Blacks, Hispanics, Asiatics, and Native Americans. Proportion of representation and rehabilitation rates by minority group were discussed.

Schindele, R. (1979). Communication and cooperation between professionals in the field of rehabilitation. International Journal of Rehabilitation Research, 2(1), 5-20.

The author discussed barriers in communication between professionals of rehabilitation teams. Some contributing communication problems outlined stem from specialization and exclusiveness of jargon; professional competition; and lack of adequate use of information systems and communication channels. The author stated that cooperation between professionals is essential to achieve an effective rehabilitation concept--in theory, in practice, and in research.

Sorkin, A. L. (1978). The economic basis of Indian life. Annals of the American Academy of Political and Social Science, 3, 1-12.

The current economic situation of the Indian was presented. Findings were shared of comparisons between Black, Anglo, and Indian economic progress which focus on occupational status, incomes, and manpower utilization. Among Indians, a comparison was made between urban and reservation residents when possible. The author reported that urban Indians have greater economic gains than their rerservation-based counterparts; 20% of the urban Indian population live below the poverty level, whereas 50% of reservation Indians live below the poverty level. Federal involvement in areas of economic development, such as mineral and agricultural generated-income programs, was perceived as being least helpful to reservation Indians. Cooperation and technical assistance to tribes was recommended.

Tornfelt, E. E. (1982). Kinks, twists, and knots in the time line: A social analysis of quality of life in the arctic regions of Alaska, U.S.A. Anchorage, AK: Outer Continental Shelf Office.

This article presented comments offered by Alaskan Natives attending public hearings on future oil exploration and development in their regions. Using these

comments on Natives' views of federal programs and personal observations in Alaskan villages, the author discussed the perceptions which Alaskan Natives have regarding the quality of life in the past, the present, and the future. Some anxiety was noted about the uncertainty of the future quality of life, particularly for those who have internalized traditional norms as opposed to those who are more future-oriented, less traditional people.

Toubbeh, J. I. (1985). Handicapping and disabling conditions in Native American populations. American Rehabilitation, 11(1), 3-8, 30-32.

Although a trend of improved health care exists for Native Americans, the author contended that handicapped and disabled Native Americans have received minimal attention from systems which serve this population. Identifying, serving, and tracking the handicapped and disabled Native American has been and continues to pose one of the most perplexing issues facing these systems. The author delineated responsibilities of agencies which serve Native Americans. Incidence and prevalence data was reported for various handicapping conditions. The author also outlined circumstances which must be addressed in order to improve services for Native Americans with disabilities, including: (a) the absence of advocacy groups for the handicapped or disabled in Native American communities; (b) unresolved jurisdictional ambiguities; (c) lack of consistent interaction and cooperation between major service delivery systems which serve Native Americans; and (d) absence of indigenous manpower. The author stressed that any strategy aimed at providing services to disabled individuals must include Indian Health Service because IHS is the primary health care provider for Native Americans.

Wall, J. E. (Ed.) (1976). Vocational education for special groups. Washington, DC: American Vocational Association.

This yearbook included 19 articles about vocational education for special groups. Three of the presentations provided an overview which discussed: (a) past, present, and prospective developments; (b) the diversity of needs among special groups; and (c) the need for vocational education which prepares students for work, conveying the importance of continuous learning in a technological society. Eight authors addressed vocational education opportunities for Native Americans. The final eight chapters focused on educational programs of leadership development, diagnostic and assessment procedures, and curriculum development.

Warner, R. (1976). The relationship between language and disease concepts. International Journal of Psychiatry in Medicine, 7(1), 57-68.

The Sapir-Whorf hypothesis, well-known in anthropological linguistics, postulates, "language may not only describe the world we inhabit but also mold the way we experience it." Possible relationships between linguistic features and disease concepts held by the Eskimo, the Navajo and the Chinese were cited in this article. It was suggested that, in European languages, the extensive use of spatial metaphor to express abstract concepts may encourage a more rigid categorization of disease and also inhibit the ability to conceive of multiple factors in disease causation. The author concluded that the use of nouns rather than verbs to express the idea of illness could lead to a static view of disease because nouns tend to separate illnesses as distinct entities.

Western Interstate Commission for Higher Education, Boulder, CO. (1969). Four Corners Mental Retardation Project. The training and use of indigenous aides in a sparsely populated, economically depressed region. Reston, VA: The Council for Exceptional Children.

This article provided a description of the Four Corners Mental Retardation Project, whose purpose was to enhance services for mentally retarded individuals

residing in the Four Corners region (Arizona, Colorado, Utah, and New Mexico). Service was made available to the minority population (Indians and Spanish surnames) in the area. The focal point of the project was to train indigenous residents to aid in the identification of mentally retarded children. These bilingual paraprofessionals were trained to assess the needs of handicapped individuals and to aid in providing services to meet those needs.

Wisconsin State Employee Service. Research and Statistics Division, Navajo Nation. (1969). A study of the employability factors and needs of Wisconsin tribal Indians. Window Rock, AZ: Research and Statistics Division.

The purpose of this study was to determine general socioeconomic characteristics of Wisconsin tribal Indians as these conditions effect employment needs. Thirty Native Americans representing the various tribal areas in Wisconsin participated in this study. Following two days of intensive training, the survey workers attempted to contact every known Indian household in their area and complete a questionnaire for each of these households. An individual questionnaire was also administered for all persons 16 years of age and older.